MULTIMEDIA UNIVERSITY

STUDENT IDENTIFICATION NO

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FINAL EXAMINATION

TRIMESTER 2, 2016 / 2017

BHR3154 - LEADERSHIP

(All sections / Groups)

11 MARCH 2017
2.30pm – 4.30pm
(2 Hours)

INSTRUCTIONS TO STUDENTS

1. This question paper consists of **THREE (3)** pages with **TWO (2)** sections only.

2. Section A: **ONE (1)** Case Study. Attempt **ALL** questions.
   Section B: **FOUR (4)** Structured Questions. Attempt **THREE (3)** questions.

3. Please write all your answers in the answer booklet provided.

SECTION A: CASE STUDY (40 marks)

Time to Rebound at Willow Pond

Heather Osaka had worked ten years in the hospital administration field, at two hospitals, one HMO, and one nursing home. However, she had yet to hold a chief administrator position. One afternoon, she received a text message from Jack Wofford, a former classmate who was now in the executive recruiting business, "Maybe a great opportunity for you. Get back", said the message.

Osaka did get back to Wofford quickly. The opportunity to which he referred was a position as the director of Willow Pond, a medium-size assisted living home in the same city where Osaka now lived. "Assisted living" refers to helping older residents who are not quite able to care for themselves, yet do not require the level of care provided by a nursing home. Jake was frank in informing Heather that Willow Pond was troubled and that the previous director had been fired. Yet, the home still complied enough with state regulations to remain in operations.

The most recent problem at the home receiving publicity involved a man with a criminal record who walked into Willow Pond, sneaked into a resident's studio apartment, and sexually molested her. To gain entrance to the living area, the intruder donned a "Friends of Willow Pond" smock designated for volunteers. Wearing the smock facilitated his roaming the living area.

Before finally accepting the position, Heather spoke with the owners, who also operated several other homes for the elderly. She also consulted with a few of the supervisors and, with permission, interviewed four Willow Pond residents. The owners and Heather agreed that the following issues were among the most pressing:

- The residents and their families complain that the food is poor.
- Many of the residents are treated callously by the staff, and often told to "shut up" when they make a special demand, such as having a button sewn on, or ask for an off-menu item.
- The staff turnover is far higher than the industry average, with many young staffers just taking resident-care jobs as a last resort. Many of the people with experience in resident care who take a position at Willow Pond quickly leave for higher pay or for a more congenial atmosphere.
- Sanitation at the facility barely meets state requirements, and the building has a grungy, neglected appearance.
- Much of the equipment and furniture is old and shabby. Many of the TV sets produce blurry images.
- Willow Pond does not have high-speed internet access for the residents, leaving those with computers in their rooms and apartments struggling to use the internet.
- The physician and registered nurse service as not as reliable as at most assisted-care facilities.

Continued...

- Willow Pond has shown a slight operating loss for three consecutive years.

The first day on the job, Heather thought to herself, "This looks like a job for Superwoman, or at least a great turnaround artist. So where do I begin making a difference?"

(Adapted from Leadership Case Problem; Andrew J. Dubrin (2013), Principles of Leadership, 7th Edition, South-Western Cengage Learning, p.135-136)

QUESTIONS

a. Why is this case deal with transformational leader?

(5 marks)

b. What aspects of transformational leadership should Heather emphasize in her approach to rehabilitating Willow Pond?

(16 marks)

c. How might emphasizing the charismatic aspects of her personality help Heather bring about the necessary changes?

(9 marks)

d. Why might the job at Willow Pond prove to be a wonderful career opportunity for Heather Osaka?

(10 marks)

(Total: 40 marks)

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SECTION B: STRUCTURED QUESTIONS (60 marks)

Answer THREE (3) questions only.

QUESTION 1

a. The belief that for a leader to stay ethical, he or she must develop an ethical mind. Explain **FOUR (4)** means of developing ethical mind for the leader.

(10 marks)

b. Define employee engagement. Describe any **TWO (2)** actions a leader might take to bring about employee engagement.

(10 marks)
(Total: 20 marks)

QUESTION 2

Briefly describe any **FOUR (4)** personality traits of effective leaders that are closely associated with task accomplishment.

(20 marks)

QUESTION 3

Leadership does not exist in the abstract but takes into account several factors that influence its effectiveness. Define leadership effectiveness. Illustrate with diagram a framework for understanding leadership.

(20 marks)

QUESTION 4

a. Leading during a crisis can be regarded as contingency leadership as it demands that the leader emphasize certain behaviors, attitudes and traits. Describe any **THREE (3)** leadership attributes and behaviors associated with successfully leading an organization through a crisis.

(15 marks)

b. How might a manager use email and text messaging to help carry out both task-oriented and relationship-oriented behaviors?

(5 marks)

(Total: 20 marks)

End of Paper